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ABSTRACT

This document summarizes a related set of educational objectives and performance requirements for Fresno, California, developed by PROJECT DESIGN, a program funded under ESEA Title III. In the first section, tentative needs identified by project participants and listed in Conclusions From Needs Assessment Publications (EA 002 846) are arranged under the following 12 topical categories: (1) objectives, planning, and evaluation; (2) adult education; (3) vocational education; (4) curriculum; (5) instructional methodology; (6) staff and staffing patterns; (7) inservice training; (8) guidance and counseling; (9) ethnic minorities; (10) internal and external communications; (11) facilities; and (12) finance. Each tentative need statement was considered valid if significant discrepancies between value and fact were found by a select committee of educators. These validated needs are presented in the second section by topic. The final section translates validated needs into specific problem-solving activities (mission objectives) and into related criteria for solutions (performance requirements). (JH)

EA 002 849

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PROJECT

FRESNO CITY UNIFIED SCHOOL DISTRICT

32.

32. MISSION OBJECTIVES

JANUARY, 1969

FRESNO CITY UNIFIED SCHOOL DISTRICT

1969

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EDO 038770

INTRODUCTION

Committees of school and district administrators, staff specialists and teachers were organized to analyze concerns identified in the 1968 assessment of educational needs according to basic principles of system analysis.

These committees were invaluable in:

1. reviewing sets of related concerns,
2. grouping concerns into problems,
3. proposing implied needs,
4. assisting the project staff to describe fact-value mismatches which validate needs,
5. assisting the staff to prepare final needs statements relevant to initial concerns and significant mismatches.

From refined needs statements the project staff was then able to state mission objectives to be performed, and to describe essential performance requirements for each mission.

In addition to problems identified by the needs assessment in this manner, certain major district problems were stated in the planning project proposal to the U. S. Office of Education. These problems were reviewed and additional mission objectives were added for those not already included.

Tentative Needs
(Blue)
Pages 3 - 20

Validated Needs
(Pink)
Pages 21 - 72

Mission Objectives
with
Performance Requirements
(Yellow)
Pages 73 — 81

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TENTATIVE NEEDS

Project staff had previously classified 407 concerns from the needs assessment into twelve topics in publication #29, Conclusions from Needs Assessment Publications. These topics are listed on this page in the right-hand margin.

Committees were formed for each topic. Each committee first reviewed the concerns related to its topic, then developed tentative statements of major needs which appeared to be indicated by the expressed concerns.

The blue section in this document lists in the center column of each page the tentative major needs statements which the committees developed. The left-hand column lists the code number for each relevant concern as assigned in publication #29. The right-hand column indicates where the tentative need is accounted for in the next section, "Validated Needs".

It should be noted that every concern which reached the major conclusion level of any of the 28 assessment publications by task force or staff was included in publication #29, and all are accounted for in the first column of tentative needs.

The resolution of tentative needs is similarly complete as shown in the resolution column. Coding used in this column is based on the twelve topics listed on this page in the right-hand margin.

(OPE)	OBJECTIVES, PLANNING, AND EVALUATION
(AE)	ADULT EDUCATION
(VE)	VOCATIONAL EDUCATION
(CU)	CURRICULUM
(IM)	INSTRUCTIONAL METHODOLOGY
(S)	STAFF AND STAFFING PATTERNS
(IS)	IN-SERVICE
(GC)	GUIDANCE AND COUNSELING
(MIN)	ETHNIC MINORITIES
(COM)	COMMUNICATIONS EXTERNAL AND INTERNAL
(FAC)	FACILITIES
(FIN)	FINANCE

CONCERN	TENTATIVE NEED	RESOLUTION
1. 2-5, 24-13, 19-7	1. The primary role of the school district is to assist the community in the development of maximum human potential in citizenship, vocational, social, cultural, political and health functions.	Need OPE-1
2. 24-6, 3-12, 3-11, 1-11, 6-1, 19-7, 1-5, 23-9, 6-3	2. Fresno City Unified School District in cooperation with the community must develop school system goals to meet the constantly changing social, cultural and economic development of the community.	Need OPE-1
3. 17-16, 1-11, 1-5, 19-8	3. Fresno City Unified School District in cooperation with the community needs to identify or develop for all developmental levels general objectives which reflect the changing needs of society.	Need OPE-2
4. 2-14, 24-5, 7-7, 25-12, 25-14, 25-15	4. Fresno City Unified School District in cooperation with the community must develop a written rationale of Agency (home, church, school, etc. and their respective educational roles).	Need OPE-1
5. 24-13, 17-3, 17-5, 22-1	5. Teachers must develop measurable activity objectives adapted to individual student's needs, consonant with teachers unique teaching style, and involving significant student choice.	Need OPE-2
6. 24-11, 18-14, 6-2, 5-9, 5-10, 5-11, 25-12	6. Fresno City Unified School District curriculum staff must plan instruction (resource units, guides, courses, outline) which develop specific objectives that recognize varying student needs based on general objectives from school-community involvement.	Need OPE-3
7. 18-11, 17-15, 2-14, 18-14, 27-7	7. Personnel training must be provided to help all personnel meet appropriate responsibilities.	Need OPE-6
8. 16-4, 11-2, 12-6, 16-11, 7-8, 7-30, 17-5, 5-1 to 16	8. Evaluation procedures must be developed for measuring outcomes (individual student development, student group and type development, and program effectiveness).	Need OPE-4 Need OPE-5

CONCERN	TENTATIVE NEED	RESOLUTION
9. 24-11, 18-2, 8-6, 8-7, 28-2, 27-7, 14-8, 12-6, 17-3, 22-1, 22-6, 5-4, 5-15	9. Better systems of identifying abilities, interests, concerns, attitudes and other significant data about motivational and operation factors for each student are needed.	Need OPE-4
10. 18-7, 18-9, 6-2	10. The district must actually encourage and implement proposed improvements (knowing that this will result in change).	Need OPE-7
11. 17-8, 18-12, 6-2	11. Any adopted programs developed by the school district staff in cooperation with the community must be actively supported and encouraged by those responsible for implementing and administering the program.	Need OPE-1 Need OPE-7

CONCERN	TENTATIVE NEED	RESOLUTION
1. 2-3, 23-6, 6-15	1. Adult school facilities are needed to accommodate the adult education program during both day and evening.	Need AE-1
2. 7-13, 23-13	2. Provide better quality programs by reducing the overlap and duplication in local, state and federal adult programs in Fresno and in surrounding areas. This duplication has caused student volume to decrease, and as a result has limited class offerings.	Need AE-2
3. 23-1, 23-3, 23-7, 23-10	3. Encourage minority group member participation in all levels of adult education (teachers, administrators, students) without reducing minimum qualifications, but provide means (course structure, counseling-student placement, etc.) so that all needs can be most realistically met.	Need AE-3
4. 23-12 (Committee Concern)	4. Adult education teachers should employ methods for immediate motivation and success, and to relate materials and approach to everyday problems of community living.	Need AE-4
5. 23-4	5. Adequate pre and in-service education program is needed for adult school administrators, counselors, and teachers.	Need AE-5
6. 23-9, 23-11, 24-14	6. Encourage understanding and involvement by the entire district staff, community, and college in the adult school's functions, roles, and purposes.	Need AE-6 Need AE-7
7. 23-7	7. Provide an adequate transportation system.	Need AE-1
8. Committee Concern	8. More school, community, and home communication is needed for both active students and those who have dropped out of adult school.	Need AE-8
9. 7-13	9. The staff should be aware of functional community agencies and services.	Need AE-2
10. 2-3, 6-15, 23-12, 23-1, 24-14	10. Expand the curricular offerings for adult educational needs of the community.	Need AE-4

Not classified:
23-5 - Refer to Staffing and Staffing Patterns Committee
23-8 - General statement

NOTE: The committee placed the above needs statements in a tentative priority ranking.

CONCERN	TENTATIVE NEED	RESOLUTION
1. Committee Concern 7-9	1. We need facilities to allow adequate completion of vocational training.	Need VE-1 Need VE-2
2. 2-2, 6-12, 7-3, 7-6, 7-12, 7-14, 7-18, 7-27	2. We need involvement of business and industry in active vocational education programs to facilitate work-study, work experience.	Need VE-3
3. 3-7, 24-9, 20-9 7-5	3. Quality of vocational counselor/counseling must be upgraded through expanded contacts and training with business and industry.	Need VE-4
4. 7-5, 7-7, 7-10, 7-18, 7-26, 7-27 7-31, 7-17, 28-11	4. We need to correlate vocational education programs to meet needs of students and business and industry in cooperation with department of employment.	Need VE-3
5. 7-11, 7-20	5. We need a means for vocational education teachers to keep up-to-date.	Need VE-5
6. 7-8, 7-10, 7-16, 7-22, 7-34, 7-35	6. We need to re-evaluate the vocational education program.	Need VE-3
7. Committee Concern	7. Improvement of self-image is an especially important factor for consideration in planning vocational education programs.	Need VE-1
8. 7-14, 24-3, 7-7	8. We need coordination and communication, both internal and external, for existing programs.	Need C-1
9. 7-19, 7-33	9. We need adequate staff.	Deemed a solution; need depends upon program determined.
10. 3-7, 12-11, 7-1, 7-2	10. We need to furnish career guidance especially in upper elementary and junior high.	Need AE-4

CONCERN	TENTATIVE NEED	RESOLUTION
11. 24-3, 7-4, 7-22	11. We need to correlate and articulate basic subjects and vocational education.	Need VE-6
12. 24-10, 7-17, 3-1	12. We need to prevent vocational education from becoming a dumping ground (glamorize vocational education program).	Need VE-1
13. 7-5, 7-10, 7-28	13. We need adequate placement and follow-up process to make vocational education programs meaningful.	Need VE-4
14. 7-15, 7-24, 7-31, 7-35	14. We need to relate occupation areas to academic.	Need VE-6
15. 7-29	15. There is a need for continuing of uninterrupted application of course content (articulation).	Need VE-7
16. 7-4	16. We need to up-grade the academic content of vocational education courses.	Need VE-6
17. 7-21	17. We need to correlate home economics and industrial arts when they relate to vocational education.	Need VE-6
18. Committee Concern	18. More information about vocational education is needed at lower levels.	Need VE-4
	NOTE: The committee placed the eighteen needs statements in a tentative priority ranking as it appears above.	

Not accounted for:
24-7 - Refer to Instructional Methodology Committee
7-23 - Direct reference to County Junior College program
7-25 - Direct reference to County Junior College program
7-30 - Direct reference to County Junior College program
7-32 - Direct reference to County Junior College program

CONCERN	TENTATIVE NEED	RESOLUTION
1. 8-20, 3-2, 8-28, 8-26, 12-14, 21-9, 24-2	1. Improve weak curriculum study and improvement practices.	Need CU-1
2. 13-11, 21-10, 17-9, 13-5, 14-4, 12-16, 13-1, 16-7, 12-5, 17-1, 17-11, 8-12, 13-2, 3-3, 28-5, 13-13, 16-14, 16-18, 19-2, 19-1	2. Correct unclear, undefined objectives (implications for evaluation).	Need CU-2 Need CU-3
3. 24-2, 8-28, 8-26	3. Achieve staff awareness and consideration of innovative curricula.	Need CU-5
4. 13-10, 21-12, 14-3, 8-22, 14-7, 21-6, 12-1, 13-6, 22-8	4. Provide for improved articulation and sequencing of curriculum.	Need CU-6
5. 8-11, 17-10, 2-8, 6-11, 13-2, 12-13	5. Re-evaluate the curriculum.	Need CU-4
6. 12-6, 12-10, 21-12	6. Improve internal articulation and evaluation.	Need CU-4 Need CU-6
7. 2-1, 1-7, 11-6	7. Emphasize central core of communications skill.	Need CU-2
8. 28-4, 10-7	8. Emphasize pre-school program.	Need CU-7
9. Committee Concern	9. Interpret program to community.	Need CU-1
10. 10-7	10. Emphasize pre-reading program.	Need CU-2 Need CU-7
11. 28-5, 12-5	11. Complete provisions for multi-level curriculum development.	Not deemed a need; planning now in process.

CONCERN	TENTATIVE NEED	RESOLUTION
12. Committee Concern	12. Balance method and content.	Refer to Inst. Methodology
13. Committee Concern	13. Stress method rather than content (study skills).	Refer to Inst. Methodology
14. Committee Concern	14. Improve consistency of program (articulation).	Need CU-6
15. Committee Concern	15. Put language arts on elective basis.	Refer to Curric. Committee
16. Committee Concern	16. Provide vocational education for all students.	Refer to Voc. Education
17. Committee Concern	17. Use educational T.V. for maximum effect.	Refer to Inst. Methodology
18. 16-5, 8-1, 8-2, 8-3, 8-4, 8-5, 8-23, 8-24	18. Increase adequacy of or improve fine arts program.	(A specific subject area emphasized in assessment reports.)
19. 27-2, 16-10, 8-16, 28-4	19. Adapt curriculum to meet unique needs of minority groups.	Need CU-8

Concerns not treated in major need categories:

8-15 - Statement of fact, not considered a need
8-19 - Statement of fact, not considered a need
8-21 - Statement of fact, not considered a need
8-27 - Statement of fact, not considered a need
8-20 - Refer to Facilties Committee
3-4 - Refer to Finance Committee
22-11 - Refer to Finance Committee

CONCERN	TENTATIVE NEED	RESOLUTION
1. 10-6, 28-6, 1-12, 13-16, 16-8, 27-1, 6-10, 11-8, 11-9, 7-20, 6-16, 3-8	1. Review our instructional materials for representative balance pertinent to varying ethnic and SES groups.	Need IM-3
2. 10-10, 3-10, 6-16, 22-2, 6-14, 26-2, 24-12, 8-18, 28-5, 10-5, 10-2, 10-8, 10-9, 11-1, 24-7	2. Individualize instruction.	Need IM-3
3. 17-4, 21-7, 10-4	3. Emphasize continuous learning by reducing barriers such as grade placement, lock-step curriculum approach, time structure, building and staffing factors.	Need IM-4
4. 10-2, 1-1, 8-18, 7-32, 18-13, 1-6, 10-12	4. Center teacher activities around the professional aspects of education such as research and development of behavioral objectives, diagnosing student requirements, prescribing student activities and assessing student achievement.	Refer to "Staff and Staffing Patterns"
5. 1-10, 8-18, 12-8, 18-5	5. Develop methods for atypical students.	Need IM-3
6. 14-5, 13-4, 24-12	6. Base methods on understanding of scope and sequence.	Need IM-4
7. 11-7, 16-2, 22-13	7. Recognize and reward students for active participation and achievement in the basic curricular areas.	Need IM-2
8. 12-2, 13-7, 12-7, 13-17, 22-2, 18-4, 16-16, 3-10, 11-8, 10-10, 18-5, 10-4, 6-14, 18-1	8. Use techniques and methods which increase student involvement and interest, (for example, inquiry method, laboratory activities, voluntary seminars).	Need IM-2

CONCERN	TENTATIVE NEED	RESOLUTION
9. 11-12, 8-18, 16-16, 22-2, 16-17, 13-4, 10-5, 16-8, 18-5, 14-10, 10-3, 10-11, 11-1, 11-8, 11-9, 13-12, 12-2, 12-3, 12-7, 18-13, 12-9, 13-1, 16-2, 21-3, 16-6, 16-12, 22-9, 21-8	9. Increase staff opportunity to select and use a variety of resources and materials fitting the proper achievement levels with relevance to the student.	Need IM-1
10. 12-12, 21-5, 17-2,	10. Parent, community, and staff involvement in, and responsibility for, and understanding of goals of school program.	Need IM-5 Need IM-6
11. 13-1, 22-2, 12-2, 11-7, 21-5, 27-12	11. Increase out-of-class opportunities to extend and reinforce skills developed in the classrooms. (Also refers to Communications.)	Need IM-6
12. 14-9, 18-2, 17-6, 17-4, 18-1	12. Base evaluations on behavioral objectives, continuous and understood by students.	Need IM-7
13. 16-9, 16-7, 3-8 18-6, 18-3, 17-2 18-1, 16-2, 7-20 3-8, 17-2, 7-32, 6-16, 13-17	13. Increase teacher awareness of implications of current theories, processes, and materials of learning (including behavioral change, importance of self-concept) in formulating a personal style of teaching.	Need IM-1
14. 18-10, 10-11, 14-6	14. Further teacher confidence of administrative knowledge of learning process and support for change.	Need IM-8

Concerns not classified:

8-17 - A fact not considered a need
19-6 - Refer to Facilities

CONCERN	TENTATIVE NEED	RESOLUTION
1. 24-2, 2-10, 4-3 4-6, 27-11, 26-6, 12-4, 14-6, 11-11	1. Special training should be provided for specific positions by the district.	Need S-7
2. 27-11 28-9, 26-7, 27-4, 23-10	2. Ethnic balance should be improved in the positions in this district.	Need S-1
3. 21-4, 23-5, 13-8, 10-13, 10-12	3. Teachers need more assistance with clerical and custodial supervision duties so that more time is available for student involvement, planning and evaluation.	Need S-2
4. 6-3, 1-3, 6-4, 10-13, 14-1, 14-2, 14-6, 19-5, 17-12, 21-12	4. Each person employed by the district should clearly understand what he is to do, and what is to be done by others.	Need S-3
5. 18-8, 2-10, 1-4, 27-11, 10-11, 5-13	5. An evaluation program is needed that will improve performance, identify the capable and eliminate incompetence.	Need S-4
6. 24-2, 12-15, 2-10, 3-6, 13-8, 16-15, 18-8, 21-9	6. Professional (certificated) staff should be encourage by the district to participate in activities that will improve knowledge and techniques related to present position.	Need S-5
7. 1-4	7. The district should provide compensation commensurate with performance and required skills for every function.	Need S-3
8. 4-8, 4-9, 4-10, 4-4	8. The district should develop staffing patterns and procedures that will reduce mobility.	Need S-6
9. 6-4, 4-1, 4-3, 4-5, 4-7, 26-6, 12-4, 28-3, 10-12, 10-11, 11-11, 13-3, 17-18, 27-11, 5-13	9. The district is responsible for training or retraining personnel who are not performing adequately.	Need S-7

Not accounted for:
4-2 - Statement of fact

CONCERN	TENTATIVE NEED	RESOLUTION
1. 16-1, 1-2	1. We need a coordinated systematic means of up-grading teacher competence through in-service education program.	Need IS-1
2. Committee Concern	2. We need a means within the district for up-dating and maintaining staff competence.	Need IS-1
3. 18-13, 8-14	3. We need to consider in-service training as an integral part of the current staff assignment.	Need IS-2
4. 28-12, 11-1, 12-8. 13-12	4. We need in-service training for new programs prior to initiation.	Need IS-3
5. 24-8, 17-14	5. We need more effective articulation between teacher training institutions and teachers in field (strong formulized line of communication).	Need IS-4
6. 10-10, 21-8, 8-14	6. We need in-service training to acquaint district personnel with current programs, policies and the currently available materials and services.	Need IS-1
7. 16-7, 1-2, 12-8, 13-12, 13-1, 11-5, 10-10, 22-9, 21-3, 16-1	7. We need in-service training for staff in developing learning theory, methodology, behavioral and instructional objectives, communicative skills, and specific curricular objectives.	Need IS-1
8. Committee Concern	8. We need to sustain and up-grade staff professionalism through informational programs such as: legal aspects and district procedures and policies.	Need IS-1
9. 28-12	9. We need in-service training to prepare teachers to meet the special educational needs of the: disadvantaged, slow learner, gifted, educationally mentally retarded, and the handicapped.	Need IS-1
10. Committee Concern	10. We need to involve people from outside the district to aid in the in-service training program.	To be considered as a solution technique in developing IST programs.

CONCERN	TENTATIVE NEED	RESOLUTION
1. 3-7, 12-11	1. Develop specific program objectives using available staff, community talent and involvement.	Need GC-1
2. 8-9, 2-7, 20-2, 3-7, 1-8, 20-1, 24-4,	2. Provide (means) for expansion of elementary guidance services to include expanded time staffing services.	Need GC-2
3. 8-8, 8-10, 20-11, 20-3, 20-2, 20-10, 20-5, 24-4, 21-1, 20-9, 7-2, 20-4, 3-7, 12-11	3. Revise programs at elementary and secondary levels to increase emphasis on early diagnosis, preventative and developmental programs, with coordination between guidance and curriculum.	Need GC-3
4. 20-8, 20-7, 20-3, 28-8, 23-4, 24-9	4. Clarify role and function of guidance personnel (including guidance office).	Need GC-4
5. Committee Concern	5. Provide facilities for guidance modification.	Need GC-5
6. 20-6, 23-4	6. Involve parents, staff, and general community in guidance concerns.	Need GC-6
7. 20-12, 6-13	7. Be aware of programs and services available.	Need GC-7
8. Committee Concern	8. Define role and professional status of counselor/guidance personnel for public, student, staff.	Need GC-4

Not classified:

3-5 - General
6-7 - Not pertinent to guidance
20-13 - A fact, not considered a need
27-4 - Refer to Staffing and Staffing Patterns Committee

CONCERN	TENTATIVE NEED	RESOLUTION
1. 4-3, 4-4, 4-5, 4-6, 4-7, 27-4, 27-11, 28-9, 26-7, 28-7, 12-4	1. How can we recruit and retain (provide) the most effective staffing (classified and certificated) in minority schools? (Question of elimination of ineffective staff and maintenance of continuous in-service training).	Need MIN-2 Need MIN-3
2. 27-11, 23-3, 26-7, 4-3, 4-4, 4-5, 4-6, 4-7, 27-4, 28-9	2. How can we modify staffing and organization patterns to meet minority student needs?	Need MIN-1
3. 10-1, 16-3, 11-4, 23-3, 28-11, 2-12, 23-1, 27-9, 28-4, 27-10, 28-5, 27-1, 27-2, 26-2	3. How can we provide an education for minority students (including adults) which will result in an equal educational product to that of the majority students?	Need MIN-5
4. 27-8, 22-12, 27-3, 27-1, 10-1, 27-2, 26-2, 28-11, 28-10, 28-2, 26-9	4. How can we redirect curriculum to emphasize the improvement of the minority student's self-image?	Need MIN-5
5. 26-9, 27-6, 27-9	5. How can we utilize the parent and community in planning of curriculum?	Need MIN-6
6. 28-2, 28-5, 16-4, 27-7, 11-4, 5-14	6. How can we evaluate curriculum realistically, with particular reference to minority students?	Need MIN-8
7. 26-3, 28-13, 28-14, 11-3	7. How do we evaluate measurable effects of open enrollment?	Need MIN-9
8. 24-1, 28-13, 28-14, 6-8, 11-3, 26-4, 26-3	8. What steps need to be taken to eliminate problems of de facto segregation?	Need MIN-9

CONCERN	TENTATIVE NEED	RESOLUTION
9. 6-8, 27-6, 23-2, 26-9, 2-11, 28-1, 26-1, 28-7	9. How do we encourage minority groups (including adults) to take advantage of opportunities that now exist?	Need MIN-10
10. 26-6, 27-8, 28-3, 27-2, 2-13, 2-11, 27-1, 27-5, 27-9, 26-2, 28-6, 28-7, 28-12, 12-4	10. What must be done to make the total district staff, students, and community aware of minority culture and needs?	Need MIN-4 Need MIN-7
11. 28-10, 22-12, 2-12, 23-1, 2-11	11. What steps need to be taken to ensure development of social skills for minority students?	Need MIN-5

Not Accounted for:

3-9 - Statement of fact
5-14 - Statement of fact
26-4 - Statement of fact
3-9 - Statement of fact
5-14 - Statement of fact
26-4 - Statement of fact

CONCERN	TENTATIVE NEED	RESOLUTION
1. 13-15, 13-14, 2-9, 26-5, 2-11, 17-13, 23-11, 1-13	1. We need to operate openly, to continually inform the public, and to assess what public feels about the educational program. (General information to and from the public.)	Need COM-1
2. 23-1, 22-4, 19-9, 17-17, 6-6, 18-8, 18-12, 14-5, 14-2, 2-9	2. We need to improve communications within each school and throughout the system. (Internal, with special emphasis to new staff).	Need COM-1
3. 22-1, 28-15, 27-6, 19-8, 24-5, 7-6	3. We need to involve the public in decision making.	Need COM-2
4. 22-1, 22-5, 22-10, 3-12, 22-7, 22-3,	4. We need to work closer with students in helping them meet their goals.	Need COM-3
5. 26-8	5. We need specially trained experts regularly available.	Solution Statement, refer to COM-1
6. 28-1, 27-6, 2-11, 27-5, 23-2, 26-5	6. We need to develop special communications for and with ethnic minorities.	Need COM-4
7. 17-14, 24-8	7. We need more effective liaison between district and colleges.	Need COM-5
8. 7-5	8. We need better communication between schools and employing agencies.	Refer to Design Committee on Voc. Educ.

Not classified:

21-2 - Refer to Health Education Curriculum Committee

CONCERN	TENTATIVE NEED	RESOLUTION
1. 6-5, 1-9, 1-16	1. Building construction needs to be flexible to allow for modifications to meet varied learner and varied community needs.	Need FAC-1
2. 23-6, 23-7, 13-9, 11-10, 8-20, 19-3, 19-6, 17-7, 21-11, 2-4, 1-15	2. Certain curricular areas need increased space and more appropriate facilities to perform functions adequately. These areas include adult school, science labs, libraries, educationally handicapped programs, and physical education.	Need FAC-2
3. 25-1, 25-2, 25-3, 25-4, 25-5, 25-6, 25-7, 25-8, 25-9, 25-11, 25-13, 25-16, 25-17	3. All demographic information and present/future estimates need to be analyzed for educational implications in the school planning process.	Need FAC-3

FACILITIES

CONCERN	TENTATIVE NEED	RESOLUTION
1. 6-9, 25-10, 2-6, 22-11	1. Economically effective programs need to be more adequately supported by the community.	Need FIN-1
2. 1-14, 23-8, 21-14, 19-4, 1-14, 3-4	2. Increased financial support is needed to allow expansion of significant and effective programs beyond current level.	Need FIN-2

FINANCE

VALIDATED NEEDS

Validating statements of educational needs is a process requiring comparison of "what should be" (values) with "what is" (policies and facts). To develop values requires careful inquiry and depth probing of what we really believe -- about children, about the purposes of formal education, about the role of the public school, about methods of teaching -- in short, about everything significant in the education structure and process. A complete set of value statements is, in fact, a philosophy of education.

Facts are "as they appear in the eye of the beholder". Some may be policy facts which express how we operate and include regulations, customs, procedures and other expressions of standard operating practice, as well as practices which are common through implied agreement and custom. Facts other than those pertaining to operational practice may be very significant in identifying mismatches between accepted values and practice.

Utilizing their preliminary work in formulating tentative needs, each committee began the difficult task of validating each need statement. Extensive dialogue was required to determine and agree on relevant values and facts. Tentative need statements were considered to be valid if three conditions were met:

1. Both values and facts had to be relevant to the initial concerns from which the tentative need statement was derived

2. A significant mismatch(es) between value(s) and fact(s) existed

3. The final statement of need had to express the mismatch(es).

The product of this committee work was recorded and supplemented by the project staff and is presented in the following section. The left-hand column shows the code number (from publication #29) of each concern. The middle three columns report values and facts which appear to to the committee and staff to be relevant to those concerns. The right-hand column states the need represented by value-fact mismatches, each with a new code number.

It should be noted that these are consensus values agreed upon by committees selected in part to reflect divergent backgrounds and job responsibilities. Some values may appear inconsistent with others in terms of a unified philosophy, and as such are parts of a syncretic or operationally-derived philosophy. We would hope they are carefully read and discussed. The delineation of personal and system values lies at the heart of formulating education goals and objectives and is an essence of our behavior as teachers and as an educational enterprise.

(OPE)	OBJECTIVES, PLANNING, AND EVALUATION
(AE)	ADULT EDUCATION
(VE)	VOCATIONAL EDUCATION
(CU)	CURRICULUM
(IM)	INSTRUCTIONAL METHODOLOGY
(S)	STAFF AND STAFFING PATTERNS
(IS)	IN-SERVICE
(GC)	GUIDANCE AND COUNSELING
(MIN)	ETHNIC MINORITIES
(COM)	COMMUNICATIONS EXTERNAL AND INTERNAL
(FAC)	FACILITIES
(FIN)	FINANCE

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
17-16, 24-6, 3-12, 2-5, 24-13, 1-11, 1-5, 2-14, 24-5, 7-7, 25-12, 25-14, 25-15	The district should have an overall statement of the role it plays in preparing students for effective citizenship that reflects the desires of the community and needs of the students.	A Board of Education philosophy of education statement does exist. Community advisory function, other than that represented by the Board of Education is on an ad hoc basis.	Confusion exists as to the responsibilities and limitations of the public school program.	OPE-1. The district needs to develop a broad based structure that includes personnel, students, community agencies and lay personnel that can provide guidance and direction to the school board in determining the role of the educational establishment and specific goals of the school district and seeing to it that the adapted goals are relevant to student and community needs.
2-14, 24-5, 7-7, 25-12, 25-14, 25-15	The district should understand the role played by other public agencies and citizen groups in educational planning and consider these groups as an integral part of its own planning structure.	There is no on-going program of interagency involvement in educational planning.		
24-6, 3-12, 3-11, 1-11, 6-1, 19-7, 1-5, 23-9, 17-16, 19-8	Specific objectives for the district should be developed cooperatively at the appropriate level by all those school personnel who are affected, lay personnel, students, and community agencies.	At the secondary level general statements of philosophy and "outcomes" are given. Current "objectives" are only rarely behaviorally stated.		OPE-2. There needs to be developed within the district an internally consistent series of written behavioral objectives for each level of activity and each program within the district that: -represent measurable behavioral change. -are a product of the people both affecting and affected by such change. -represent specific needs as perceived by the group involved.
24-5, 18-14, 23-9, 19-8	General and specific program planning should involve those who will be affected by the proposed program.	Curriculum committees have been responsible generally for objectives that have been created. Students and lay advisory groups are not involved in developing specific program objectives.		

CONCERN	WHAT SHOULD BE (Value)	Policy (How we operate)	WHAT IS Other Facts	NEED
22-1, 24-13	Concern for the individual learner must be shown by having specific measurable objectives developed for a student by the teacher that meet the needs of that student.	Objectives which now exist do not generally specify or allow for individual student or environmental differences.	Middle class societal standards are the accepted behavioral standards for all students in the district.	OPE-3. Behavioral objectives need to be developed for each individual classroom and when possible each student, recognizing that objectives may vary among classes, students, and areas within the district.
24-11, 18-14, 25-12, 5-9, 5-10, 5-11	The educational program of the district as identified in its stated objectives should acknowledge that different areas of the city represent different specific student needs.	Unless the student is classed as "atypical" little effort is made to determine his individual needs. All students are required to take certain required courses regardless of any determined need.		
18-2, 28-2, 16-4 8-6, 27-7, 14-8, 12-6, 7-30, 17-3, 5-1 to 5-16 17-5	The district testing program should provide objective-oriented information to assess student achievement realistically (without cultural bias) and to identify more effective information recognizing student abilities, interests and attitudes.	No district or state standardized tests are given students beyond the 10th grade, except for those used for remedial (senior) placement. Existing standardized achievement tests are only incidentally relevant to existing courses of study.	The district is limited in its testing program by the fact that the required program is quite time consuming. Few in the district feel that existing test results are effectively used. Present standardized tests do have an element of majority culture orientation. Many students feel threatened by the mechanistic formal tests presently used.	OPE-4. The district needs to develop a comprehensive testing program which will: -provide adequate data for student placement -provide for objective-oriented achievement data -provide for effective utilization of data by staff.

CONCERN	WHAT SHOULD BE (Value)	Policy (How we operate)	WHAT IS Other Facts	NEED
			Generally teachers make little use of standardized results. Parents do not know much about the district testing program, and have little opportunity to benefit from it.	
11-2, 16-11, 7-8, 7-30, 6-1, 8-7, 22-1, 22-6, 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-9, 5-10, 5-11, 5-12, 5-13, 5-14, 5-15, 5-16	Evaluation program should be so designed and administered that the information obtained is relevant to the district's objectives.	The district's evaluation program is primarily on an ad hoc basis. High schools are periodically evaluated through the process of accreditation . The district has a full time program evaluator. Project Design has as one of its objectives an evaluation of district operation.	Objectives used in evaluation OPE-5. are normally the objectives of the program under evaluation; not the district's total program. The district has the mechanical capacity for accurate fast data analysis.	The district needs to establish a systematic program of evaluation related to its stated objectives.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we Operate)	Other Facts	NEED
18-11, 17-15, 27-7	A sufficient number of district personnel should have effective skills in developing objectives, program planning, and in evaluative processes.	Project Renewal has as one of its objectives training in behavioral objective construction and use, and in educational planning. Little training other than preteaching training has taken place for district personnel in these areas.		OPE-6. The district needs to accept an expanded in-service training responsibility to develop staff skills in the development and use of behavioral objectives in planning and in evaluative processes.
18-7, 18-9, 17-8, 18-12, 6-2	The district, meaning all personnel of the district, should have a positive attitude toward the educational possibilities and toward the implementation of effective innovative programs.	Cost is frequently a factor that discourages the implementation of innovative programs. Frequently budget consideration take priority over educational benefit when innovations are considered. It is difficult for some personnel who are used to doing things a certain way to be enthusiastic about change. Administration procedures make change difficult.		OPE-7. The district needs to give strong positive support to innovative programs realizing that many people within and without the district view any significant change in an education program with apprehension.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts	NEED	
2-3, 23-6, 6-15.	Facilities should exist to allow the operation of a comprehensive, adult educational program.	Present day school facilities are used for adult education program.	Some adults cannot take adult education programs during evening because of work schedule.	AE-1	The adult education program needs to have expanded facilities to accommodate demands for both day and night classes.
		All adult education facilities aren't generally available during the day.	Some adults cannot take classes because of lack of facilities.		
		Very few adult education programs at present operate during the daytime hours.	Present facilities are not fully utilized for adult school.		
		Present facilities are geared to regular day school needs, not adult school needs.	Adult school does not operate on week-ends.		
Duplication and lack of concern among programs designed for adults in Fresno area.	The adult education program in the district should be coordinated with the programs of other agencies so that all adult education needs of the community are fulfilled.	Many varying private, federal, and state programs exist simultaneously for the purpose of educating adults.	Adults, in need of adult education, are confused as to what services are available.	AE-2	There is a need for some means of coordination of adult education programs directed toward adults in the Fresno metropolitan area to eliminate duplication and resulting inefficiency.
		No formal inter-agency format exists for coordination of adult education programs.	Adults are counseled into adult education programs by a variety of agencies.		
			Student enrollment in adult education classes influence offerings.		
			Similar adult education programs supported by different agencies lead to small class sizes.		

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts
	Adults should be directed by qualified counselors into programs that will meet their needs and in which they will feel success.	Counselors utilize the Gray oral reading test along with personal evaluation of math and grammar facilities for elementary grade placement. Through personal interview a student is initially placed in a secondary school class for further in-class testing, and after an evaluation of past performance, permanent placement is made. Encouragement by staff is given to students in the placement and replacement process to initiate change if it is needed. Counselors are certificated and have either elementary or secondary experience and generally have had some adult teaching experience.	Gray oral r validated a placement t Specific tr adults is n Some adult of tests.
Normal pre-adult teaching methodology is not effective when working with adults	Methods used in the adult school should be such that the students feel they are profiting by partaking of a program that is relevant to their needs.	Adult education classes are, for the most part, identical or similar to those offered pre-adult students.	Adult stude attending v from regula Attendance voluntary. Methods of m used with a as effectiv

ADULT EDUCATION

	WHAT IS Policy (How we operate)	Other Facts	NEED
d by o programs ds and success.	Counselors utilize the Gray oral reading test along with personal evaluation of math and grammar facilities for elementary grade placement. Through personal interview a student is initially placed in a secondary school class for further in-class testing, and after an evaluation of past performance, permanent placement is made. Encouragement by staff is given to students in the placement and replacement process to initiate change if it is needed. Counselors are certificated and have either elementary or secondary experience and generally have had some adult teaching experience.	Gray oral reading test has been validated as an accepted grade placement test. Specific training for counseling adults is not available. Some adult students are apprehensive of tests.	AE-3 (Continued)
t school students by par- is	Adult education classes are, for the most part, identical or similar to those offered pre-adult students.	Adult student's reasons for attending vary considerably from regular pre-adult students. Attendance in adult classes is voluntary. Methods of motivation and reward used with adolescents are not as effective in dealing with adults.	AE-4 We need to develop courses and methods that are unique to the needs of adults and not just a reflection of the day school activities.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Othe
There is no appropriate special training available for adult education staff.	Personnel involved in adult education should be aware of and able to use unique skills and techniques needed for working with adults.	Adult education teachers and staff are generally drawn from F.C.U.S.D.	Many adults ha attitude twoar Classes or cou counseling or in adult educa offered at the through in-ser
Lack of understanding exists as to the function and scope of the adult education program in the minds of district staff and community in general.	The adult school should involve members of the total community in its planning so that it can effectively meet the needs as the community views them and should take every feasible step to make the community aware of its program.	The adult education program is determined largely by school personnel. Mass media are used to publicize adult education courses and program.	Many potential participants a benefit from p cause of langu or low reading Many adults wh by the adult e gram are unawa opportunity fo
Lack of reasonably convenient transportation to adult education classes hinders attendance.	The district should see to it that any person who wants to participate in and who could benefit from the adult school program can get to where the classes are offered with a minimum of inconvenience.	All adult school students arrange their own transportation.	Public transpo is not present meet the needs of adult schoo within the cit Potential adul student is wit transportation cases.

	WHAT IS		NEED
	Policy (How we operate)	Other Facts	
n adult ware of ne s ith	Adult education teachers and staff are generally drawn from F.C.U.S.D.	Many adults have had a negative attitude toward education. Classes or courses in teaching counseling or administration in adult education are not offered at the college or through in-service training.	AE-5. There is a need for adequate pre and in-service education program for adults, administrators, counselors and teachers.
ld e ts an ty d tep y	The adult education program is determined largely by school personnel. Mass media are used to publicize adult education courses and program.	Many potential adult education participants are unable to benefit from publicity because of language barriers or low reading abilities. Many adults who could benefit by the adult education program are unaware of their opportunity for other reasons.	AE-6. A program needs to be developed to allow and encourage increased community participation in adult education planning. AE-7. Means for increasing effectiveness of publicity of adult education programs needs to be established and utilized.
ee who in from ram classes nimum.	All adult school students arrange their own transportation.	Public transportation system is not presently adequate to meet the needs of the range of adult school students within the city. Potential adult school student is without private transportation in many cases.	See Need #1 AE-8. Adults attending adult school need a convenient method of getting to the adult school classes.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Fact
Minority group member participation in all levels of adult education. 23-1, 23-7, 23-10, 23-3.	Disadvantaged students should achieve at a level appropriate to their ability. Minority group members should feel that they personally and immediately benefit by participation in the adult education program.		Grade leve ment of di There is a and awaren education Motivation program is disadvanta Defeat and been the e disadvanta The school is the rew student pr
	The adult education program should employ personnel in such a way that good rapport between student and teacher leads to more effective learning.		All major sented in ranks; how to hire a minority t the Fresno education

	WHAT IS		NEED
	Policy (How we operate)	Other Facts	
hould achieve o their		Grade level attainment and achievement of disadvantaged student is low.	AE-9. The Adult Education program needs to encourage participation of minority students through:
hould feel immediately in the		There is a general lack of concern and awareness of the benefits of education within minority groups. Motivation toward normal educational program is typically low in the disadvantaged. Defeat and frustration have generally been the educational pattern for disadvantaged. The school program for the adult is the reward and encouragement of student progress.	1) Involvement of proportionate number of minority teachers. 2) Improve placement techniques. 3) Programs designed to increase awareness of the benefits of education.
ram should a way that dent and fective		All major ethnic groups are represented in the adult education teacher ranks; however, it has been difficult to hire a proportionate number of minority teachers and staff within the Fresno City Schools for the adult education school program.	

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts		NEED
Too many students who start adult education classes drop them prior to completion. (Committee Concern)	There should be continuing contact with adult education students who begin then drop programs so that there is a greater understanding on the part of both school and student as to the relevance of the program.	There is no organized follow-up program for drop-outs or adults who have completed or left the program.	There is a high drop-out rate in the adult education program.	AE-10.	The adult school needs an effective method of communicating with present students and of contacting students who have dropped the programs offered to ascertain the true reason for the drop so that programs can be developed that better meet student needs.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts	NEED
Vocational Education is not considered a status program by community. 24-10, 7-17, 3-1	Vocational education program should be as acceptable in terms of status to community, staff, and student as any other elective program.	The present vocational education program is not always suitable for student needs and abilities. Occupational courses sometimes eliminate possibility for college prep student participation (example - 3 hour required programs for vocational education courses). Recent local developments indicate the placement of graduates is improving, with likely influence on status. Vocational counseling is weak.	Vocational education is considered a dumping ground by school staff. Present facilities restrict the program and student effectiveness and appeal. Students, public, and staff are generally unaware of existing programs.	VE-1. There is a need to increase the acceptance by students, parents, and staff of the vocational education program as a desirable means of developing profitable and worthwhile skills for the student and the community.
Restriction of program by housing is critical. 7-9 Committee Concern	Adequate housing (space) should be provided to allow development of programs present and future.	For present program, equipment is adequate. Vocational education programs are now scattered about city; wherever room exists. Electronics, vocational funds, and vocational art classes are now centralized at Washington Jr. Hi with welding and body and fender classes at Edison Hi.	Existing housing does not allow for a complete program or expansion for future programs. A scattered program is expensive and is ineffective. Funds are potentially available for housing thru a recent federal funding provision.	VE-2. Need to provide adequate flexible housing to allow for present and planned programs.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts	NEED
What we are doing in vocational education mis-matches or is not realistically and effectively correlated with business and industry which will receive school products. 2-2, 6-12, 7-3, 7-6, 7-12, 7-14, 7-18, 7-27, 7-5, 7-7, 7-10, 7-26, 7-31	There should be close, active correlation of objectives, purpose, and activity between business and industry and schools in areas of vocational education.	Advisory committees exist for all federally funded programs (vocational, foods, auto, body-fender, welding). Present city schools staffing is inadequate to provide the necessary correlations. Advisory committees don't meet often enough to effectively coordinate vocational education programs.	No general, broad based representative group exists for FCUSD Fresno metro. area to allow correlation and coordination of vocational education programs.	VE-3. The district needs involvement of business and industry in planning, evaluating, correlating, and participating in active vocational education programs.
Vocational counseling is weak. 3-7, 24-9, 20-9, 12-11, 7-1, 7-2, 7-10, 7-5, 7-28	Students should receive meaningful vocational/ career guidance, beginning in the upper elementary school and continuing thru completion of school with a means of continuing contact after leaving school.	SB1 now allows potentially increased classroom oriented guidance. No specific explanatory vocational units included in curriculum content at present. Community coordination and correlation of occupational opportunities with school curricula at present is weak.	Present counselor training does include courses in vocational counseling. Little counseling is accomplished during elementary years. Vocational counseling tends to be subordinate to academic counseling in secondary schools.	VE-4. Guidance and counseling in the area of vocational preparation should begin prior to high school and should include information that correlates specific community needs and opportunities to the school program.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts		NEED
Vocational education teacher have a unique problem in keeping their vocational skills current. 7-11, 7-20	Instruction in the area of vocational education should be realistic and up to date with particular attention paid to the rapidly changing technology.	Normal sabbatical policy, and professional growth system apply to vocational education teachers. In-service training in the district is school rather than community oriented. Smith-Hughes credentialling requires active participation in a trade prior to certification, but does not require continuing participation.	Rapid technological change makes it difficult for vocational education teachers to keep skills current. Vocational education teachers have little opportunity to actually participate in their vocation out of school. Modern equipment and material is seldom available in the school to enable the teacher to maintain skills.	VE-5.	Some provision needs to be made to allow vocational education teachers to maintain unique skills pertinent to their instructional task.
There is a lack of coordination and correlation between the vocational education program and the remainder of the school program. 24-3, 7-4, 7-22, 7-15, 7-24, 7-31, 7-35	Vocational education programs should be correlated with other school programs so that students receive mutual benefit from both academic and vocational aspects of their program.	Subject oriented curriculum committees meet separately	Content of basic courses often does not relate significantly to vocational education. Content of vocational education does not relate significantly to basic subject. Teachers in discipline are unaware of common objectives.	VE-6.	There is a need for cooperative interdisciplinary planning so that the various classes a student is taking present a program that has continuity and is designed for significant student learning.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Present curriculum study and improvement practices are weak. 3-2, 21-9, 12-14, 24-2, 13-2, 8-20	There should be continuous study, evaluation, and revision of curriculum, including implementation on a systematic basis.	Curriculum coordinators' role is not realistically or clearly defined. Existing innovations not well articulated: -Federal projects are poorly correlated and coordinated -Individual school innovations are often without system or relation to total district program. Innovations are often directed by funds available. Innovations are often teacher ideas.	Teacher committee meetings normally in late afternoon; personal time. Inadequate financing exists, "we don't have money." We don't utilize available research information on any systematic basis. Teacher and administrators are reluctant to change. Little lay public or student involvement exists at present.	CU-1. To create a structure for curriculum study and improvement practice in FCUSD which will include: a-Participation by representatives from all levels of education including students and representatives of the lay public. b-Establishment and clarification of personnel and group role and function in curriculum implementation and change. c-Provision of adequate teacher and staff time for continuous study and improvement of curriculum.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Statement: Only poorly defined non-behavioral, objectives for courses and district exist at present. 14-4, 12-16, 10-7, 21-, 1-7, 28-5	Curriculum objectives should be developed by personnel who will be involved in implementation. District personnel should know what the district and curriculum area objectives are. Objectives should be stated in behavioral terms. Objectives should be consistent with the district's philosophy of education.	Objectives are ususally vaguely stated. Objectives are not stated in behavioral terms. Objectives are not stated in measurable or observable terms. Objectives which we do have are not unified or systematized, do not provide a consistent organized hierarch of direction.	Objectives are quite often not stated at all. Objectives that do exist are not generally accepted as valuable or usable.	CU-2. We need objectives for each curricular program that are: a-Relevant to present and discernible future student needs. b-Written in behavioral terms. c-Known to all concerned. d-Consistent with total curricular program. CU-3. We need to train district staff in the understanding of and construction and use of behavioral objectives.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Statement: We have a weak curriculum evaluation system (weak objectives a factor). 16-5, 8-4, 8-5, 8-23, 2-8, 6-11, 12-6, 8-1, 8-2, 8-3	We should have curriculum that fulfills stated objectives. We should have an effective process of assessing student success in meeting objectives.	Objectives are not stated in non-measurable terms. A comprehensive organization plan for evaluation does not now exist. Accreditation (WASC) is periodic in the Fresno high schools. No comprehensive evaluation device is used beyond the 10th grade.	There is a trend toward a statewide testing (evaluation) system. Present curriculum is based largely on previous practice. Present instruments for evaluation are felt to be weak.	CU-4. We need an effective process to ascertain how well present curriculum content satisfies stated objectives and an effective process to evaluate student progress toward these objectives.
Statement: Teachers/staff do not use currently known innovative practices effectively. 24-2	We should have some procedure through which effective educational innovations can be put into operation.	Information sources do exist: ERIC, EDICT, college facilities, professional literature. Knowledge of known effective procedures is not systematically disseminated. Leadership in this area is now diffused.	Some staff know of innovative programs, but not well enough to make programs consistently effective. Many teachers are reluctant to adopt innovative practices.	CU-5. We need prompt, authoritative, systematic way in which individuals can be made aware of and be encouraged to use effective innovative practices.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts	NEED
There is a lack of consistency in course sequence. 21-12, 14-3, 14-7, 21-6, 12-10, 12-13, 27-2, 8-22.	Curriculum offerings in the district should be related at each grade and school level so that: a-Material presented is logically sequential. b-There is a systematic enrichment of concepts. c-Relationship between compatible courses at the same level is recognized. d-Sequences and relationships that are agreed to are enforced.	No consistent system for desired articulation is in operation. No procedure for consistent development and enforcement of articulation of course sequence exists. Most present sequences exist on paper, but there is little effective enforcement.	Interdisciplinary correlation is limited particularly at the secondary level.	CU-6. We need to articulate streams of instruction at different levels and compatible subjects within a given grade level.
Statement: We need to construct multiple material and curriculum levels within subject areas. 28-5	Separate courses of study are needed, with related materials at different ability levels within a subject area.	There are texbooks written on three ability levels in American Constitution and U.S. History. Materials at varying ability levels are now being developed in World History courses. State reading tests are being developed in multi-level editions. The process of developing multi-level materials is now in operation in most curricular areas.		If present trends in development of multi-level curricula are continued to completion, no significant mismatch exists between the value and need.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Statement: Students are beginning school without back-grcund of expereicne to enable them to profit from school situation. Emphasis is necessary in low SES group. 28-4, 10-7	All students should ideally have a level of experience which will enable them to profit from school and to adjust satisfactorily when they enter the formal school situation.	Head start exists with economic disadvantaged emphasis; is inadequately financed and is not open to all, not operated by FCUSD. Adult Education pre-school classes exist. Private nurseries and child care centers exist throughout the city. There is voluntary enrollment in all present pre-school programs. Pre-school serves only comparatively few of the student population. No comprehensive program is organized to identify and serve students in need of pre-school services. FCUSD has a pre-school program aimed at economically disadvantaged. Parent involvement is a valuable side effect of a pre-school program.		CU-7. Programs are needed that will prepare children and parents of children to profit by the experiences they will receive when they enter the schools.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS		NEED
		Policy (How we operate)	Other Facts	
Few curricular modifications are in existence to meet unique needs of minority students. 27-2, 16-10, 8-16, 28-4	The school curriculum should meet the specific and unique needs of ethnic minorities and economically disadvantaged where the students are present in significant numbers.	Recent classes in black culture have been initiated. No classes exist in minority culture in non-minority schools Minority culture textbooks are now or will soon be present in all district schools. At present the district relies largely on Federal Aid for its compensatory program. The district has a comp.-ed. program. Some content areas are modified for special group needs.	"Needs" of disadvantaged students are not agreed upon, nor easily identified. Some students enter school unable to speak English. The ESL program is largely non-existent. Many teachers are unable to relate to students whose background is different from their own. Some students entering school have value structures different from that of the accepted community norms.	CU-8. The district needs to recognize the need for and to encourage curricular modifications to meet unique needs of minority and economically deprived students.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS: Policy (How we operate)	WHAT IS: Other Facts		NEED
Teachers aren't up-to date with current learning theory and methodology. 28-6, 10-3, 10-6, 10-9, 10-10, 10-11, 11-1, 11-8, 11-9, 11-12, 12-2, 12-3, 12-7, 12-8, 12-9, 13-1, 16-2, 16-6, 16-12, 22-9, 14-10, 7-20, 7-32, 21-8, 21-3, 18-5, 18-3, 18-6, 16-9, 16-7, 10-4, 13-12, 18-13, 16-17, 6-16, 22-1, 16-16, 10-5, 3-8, 17-2, 13-17	Techniques and materials used in teaching should be such that they will effectively help students achieve identified educational objectives.	New approches to subject methodology are often instituted without teacher readiness.	Large percentage of teaching in district is based on traditional mode: lecture with little student involvement, particularly at secondary level. Teachers are vaguely aware of learning theory, but tend to use traditional methods. Teachers were most often taught by methods (traditional) they now use. Teacher pre-service training was and is primarily based on traditional methods.	IM-1.	The district needs to provide a means that will allow all personnel to become aware of established learning theory, successful teaching methodology, current content and materials and to develop materials of this nature where a need exists.
Students are too often engaged at present in a passive learning situation. 11-7, 11-8, 12-2, 13-7, 16-2, 18-4, 18-5, 3-10, 18-1, 10-4, 22-2, 16-16, 6-14, 22-13, 13-17	Students should be actively involved in the learning process for maximum educational effectiveness.	Lecture approach is most common at secondary level.	Student rewards in school tend to be grades rather than any pleasure in learning. Lecture approach requires the least amount of preparation time.	IM-2.	There is a need for students to be individually active participants in a meaningful rewarding learning process, rather than passive members of a body of students exposed to authority.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS — Policy (How we operate)	WHAT IS — Other Facts	NEED
We don't provide adequately for the atypical student- either by teaching methodology or materials used. 6-10, 10-2, 10-8, 10-9, 11-1, 11-8, 11-9, 13-16, 16-8, 7-20, 1-10, 18-5, 10-4, 6-16, 6-14, 8-18, 26-2, 28-5, 10-5, 3-8, 27-1	Individual differences in students, regardless of the cause, should be compensated for when selecting curricular material and method of instruction.	Group techniques are still by far most used within the district.	Multi-level materials are being developed in most areas at present. Present inflexible facilities render innovative methods of teaching difficult. Special materials when used with atypical students often carry a "stigma" Teachers, in general aren't aware of variety of materials available. Minority group members are not yet adequately represented in curricular materials. Interpretation of "standards" causes difficulty for teacher and student in the "atypical" group.	IM-3. The district needs to provide a sufficient variety of materials and to encourage teachers to use methods of teaching appropriate to students of differing social and cultural backgrounds and intellectual capacities.
Lock-step methods, time strictures hinder logical learning processes. 1-12, 14-5, 13-4, 17-4, 21-7, 24-12	Students should be able to progress through curricular material at a rate and sequence that allows the student to achieve a maximum of success and limits his likelihood of failure.	The FCUSD is traditionally organized in terms of grade placement.	Children are generally introduced to new material by calender rather than identified or demonstrated readiness.	IM-4. The district needs to develop varied patterns of presenting material so that scope and sequence of curricula are not rigidly fixed by grade level, time restriction, or physical facilities.

CONCERN	WHAT SHOULD BE (Value)	Policy (How we operate)	WHAT IS Other Facts	NEED
			Generally boys develop reading readiness later than girls. In many children the concept of abstract number precedes concepts of [illegible] symbols. Traditional school organizational patterns allow little flexibility in placement of students according to ability. Present teaching methodology uses verbal skills to develop number skills.	
Community, parents, and staff mutual concern and involvement in school program is nominal. 12-12, 21-5, 17-2	There should be community involvement in goal development for the educational program.	Ad hoc committees exist. Board of Education establishes goals of the district.	The community is seldom unanimous on any educational matter. The community generally feels it has not been sufficiently involved in educational matters.	IM-5. There needs to be increased effort to involve the community in community educational planning, and in development of educational goals.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Classroom learning is not sufficiently reinforced by outside experience. 11-7, 21-5, 22-2, 27-12	The students learning activities should not be confined to the classroom but should be such that all his normal activities contribute to his educational development.	Comp. ed. schools tend to have more school directed opportunities for out of class activities. There is a limited budget allotment for field trips other than federally funded programs. There are few programs now in existence that supply on-the job training in conjunction with private business.	Most students "turn-off" school when they leave the grounds. Students generally consider "education" an exclusive function of the school. Parents generally are not aware of specific activities of their children at school and consequently find it difficult to assist.	IM-6. There is a need for skill developing activities that the student can do out of the classroom that involves segments of the community other than the school.
Methods of student and program evaluation are not clearly defined or understood by students involved. 14-9, 17-4, 17-6, 18-1, 18-2	Students should know what they are expected to do and how well they are doing it.	Evaluation standards are interpreted by each individual teacher. Student evaluations are not made on a uniform basis.	Evaluation is threatening to many students. Gaining of a grade is more valued by student than subject comprehension. College entrance requirements influence students' and teachers' concepts of values of grades. Parents put great emphasis on grades.	IM-7. There is a need to base evaluation of students and programs on measurable, behaviorally stated objectives which are understood by the student.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts		NEED
Teachers lack confidence in administrator's preception of the need for and willingness to change present programs. 10-11, 14-6, 18-10	Teachers and administrators should be agreed in their concept of their roles in the process of change.	Roles of teacher and administrator are not clearly defined in reference to educational change and in reference to instructional leadership.	The term"educational leader" as applied to the administrator is interpreted in several ways by staff. Secondary principals can not reasonably be expected to be expert in all curricular fields. At the present time teachers do not know the basis for administrators' assignment to curriculum committees.	IM-8.	The district needs to develop a means by which teachers and administrators can consider together proposals for educational change that will best utilize the expertise of each.

INSTRUCTIONAL METHODOLOGY

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Ethnic Balance 27-11, 28-9, 26-7, 27-4, 23-10	Minority groups should feel that the district is doing "what it should" in hiring and placing minority group members. District should determine what is meant by "ethnic balance."	In administration we have very few minority group people. To date there has been little overt recruiting of minority people for positions available. Legally, ethnic extraction cannot be a factor in selecting personnel. Conditions of "ethnic balance" are not defined within the school district. Ethnic composition is known in respect to numbers of student and staff.	Minority group members are not presently satisfied with the number of minority group members in positions in the district, especially in administrative positions. There is a tendency for qualified minority college graduates to take more lucrative positions. There is a tendency for qualified minority members to be "hired out" of school positions. Minority group members know the schools are aware of the problems.	S-1. The district needs to take every feasible step to determine or define "ethnic balance" and to secure minority employees (local wherever possible) to remedy the imbalance.
Effective use of teacher time. 21-4, 23-5, 13-8, 10-13, 10-12	A teacher's time should be spent in activities that can only be done effectively by a teacher. Teachers and aides should work in harmony to produce the most effective educational program.	The district has a teacher aide program. There is a pattern for the use of teacher aides in the elementary schools based on special compensatory programs. The secondary schools have some teacher aides. The use of these aides varies from school to school; there is no definite pattern.	The differentiation in compensation in an auxiliary personnel program potentially increases educational effectiveness in relation to cost. The professional effectiveness of teachers is impaired by the time spent on chores which can be completed by non-professionals.	S-2. The district should prepare for more effective, economical use of personnel.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS: Policy (How we operate)	WHAT IS: Other Facts	NEED
		Teachers do not have assistance of aides on a uniform basis. Teachers are not trained to use aides. No training program exists for aides.	Teachers at present are generally unaware of the distinction between professional and non-professional functions in terms of classroom procedures.	
6-3, 1-3, 6-4, 14-1, 14-2m 14-6m 19-5, 17-12, 21-13	The district should provide adequate job descriptions so that every employee knows what he is to do and what should be done by others. Employees of the school district should receive compensation commensurate with their training responsibility status as a professional. The district should fully utilize the training and talents of professional personnel.	Job descriptions do not exist for all positions. They range from non-existent to specific. The best ones are for extra-pay positions. The district tends to encourage schools to develop their own job descriptions but does not provide guidelines. Job descriptions in handbooks are suggestions, lack specificity, are not well recognized, are not in observable behavioral terms. Some schools have developed job descriptions of their own. These vary from school to school for given positions. (Secondary schools have some as a result of accreditation). Teachers do not fully understand the role and responsibility of other district positions, such as director or coordinator.	Job descriptions are not written to reduce conflict over authority and responsibility. Position is a primary factor in determining salary. Present salary schedules do not encourage qualified male heads of households to stay in classroom teaching. Financial need causes many teachers to take second positions to augment income. Teachers holding second positions, moonlighting, cannot devote all their attention to their teaching role.	S-3. The district needs to clearly define the role and responsibility of each position in the district and then see to it that each employee understands what he is to do, and what is to be done by others..To ensure the maximum utilization of professional talent.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts	NEED
		The district prepares a salary schedule for all annual positions. Salary schedules are based on years of service, training and responsibility. Salary schedule amounts are determined to a large extent by comparison with other school districts. Teachers are paid for less than 12 months of service. The district is paying teaching salaries to persons who spend a significant amount of time doing clerical or supervisorial chores that do not merit such pay.	Persons having the same amount of professional training as teachers gain higher annual incomes in other professions.	
Personnel evaluation 18-8, 2-10, 1-4, 27-11, 10-11, 5-13	The district should be aware of how well all of its employees are performing the duties assigned them. There should be significant teacher involvement in evaluation.	District policy says evaluation is to help people improve. Tenure teachers are evaluated every 2 years.	Teachers accept the need for S-4. evaluation. Teachers feel the present form of evaluation is essentially negative, used for administrative purposes.	A system of evaluation is needed that will uniformly and objectively examine the performance of district personnel and should provide opportunities to improve performance identified as inadequate.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts		NEED
		Administrators alone do evaluation. The present evaluation of tenure teachers is of dubious value. It results in very little positive change. Persons doing evaluation have little training as evaluators.	Parents, students, and total school staff do evaluate informally. It is particularly difficult for the principal in a large school to make realistic evaluations.	S-5.	Specific training is needed for those persons responsible for evaluation so that the positive potential of this program can be realized.
Professional activities 24-2, 12-15, 2-10, 3-6, 13-8, 16-15, 18-8, 21-9	The certificated staff should be aware of current thought and recent research related to their specific educational responsibility.	The district does not encourage teachers to attend professional meetings such as conventions and conferences. The district budget for individual teacher attendance at professional conferences is limited. District will provide substitutes for teachers representing local teacher organizations at out of town meetings on a limited basis.	Most teachers are members of professional organizations. Most teachers do not attend professional conferences because they must do so at their own expense, including the cost of their substitute.	S-6.	The district needs a program that will give all personnel positive encouragement to be active participants in professional activities and design the program to include as many persons as is feasible in terms of time and cost.

STAFF AND STAFFING PATTERNS

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts	NEED
Mobility 4-8, 4-9, 4-10, 4-4	The ratio of inexperience to experience should be as nearly uniform as possible throughout the district.	At the present time compensatory schools and junior high schools have significantly higher inexperience/experience ratios then do the non-compensatory elementary schools and the high schools. Extra-pay is more prevalent in senior high. Senior high teachers generally have a 5 period day compared to a 6 period day for junior high teachers. Teachers may initiate transfer requests. Neophyte teachers in larger numbers are assigned to compensatory schools. Experienced teachers more often request transfers from compensatory ed. schools, than from non-compensatory ed. schools. Teachers new to the district are not given a choice of assignment. Most secondary teachers are hired for junior high positions.	Because of Fisher Bill fewer people are being trained for elementary teaching. Many compensatory schools have older buildings. Some teachers are reluctant to teach in compensatory schools because of the community environment. Teachers value the ability to move. Very few teachers request assignment to compensatory ed. schools. Student aptitude and achievement is significantly lower in comp. schools then non-comp. schools as measured by our* present instruments.	S-7. There is a need to eliminate the negative factors influencing the teaching environment in junior high schools and in compensatory schools in order to retain a balanced level of staff experience.

* Teachers in compensatory education schools are often frustrated by the level of accomplishment of their students.

STAFF AND STAFFING PATTERNS

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts	NEED
Training 6-4, 4-1, 4-3, 4-5, 4-6, 4-7, 26-6, 12-4, 28-3, 10-12, 10-11, 11-11, 13-3, 17-18	The district should be responsible for training or retraining district personnel who are not performing adequately. District should assign and retain personnel in positions for which they are adequately trained. District should identify areas of inadequate performance.	Office of curriculum services develops some programs. Teacher/staff contracts require participation in professional growth activities in order to advance on salary schedule. Sabbaticals are given based on length of service and potential value to the district. Most in-service training is accomplished on teachers own time. Adopted courses of study can and do change periodically. Teachers may move (or be moved) from assignments for which they have been specifically trained. Teachers are reluctant to participate in in-service training on their own time.	Evaluation program does not adequately identify training needed. Training rewarded by salary plan not necessarily pertinent to need. Pre-service level of training not necessarily related to quality of performance. Receiving in-service training does not guarantee better performance.	S-8. The district must meet its responsibility for training or retraining personnel who are not performing adequately.

STAFF AND STAFFING PATTERNS

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts	NEED
16-1, 1-2, 10-10, 21-8, 8-14, 16-7, 1-2, 12-8, 13-12, 13-1, 11-5, 22-9, 21-3, 28-12	The staff of Fresno City Unified School District should be well informed concerning the objectives and curricular development in the district and be constantly aware of current trend in education. The district is responsible for training its employees so that they render effective service in the position for which they are employed.	Objectives of the district are not generally known. Curriculum committee work is considered in-service training. Past and present in-service training has included: -New elementary teachers to district and to grade meet periodically -New math introduction 1963-64 was in-service success - but on teachers own time -Colleges-district cooperated in O'Neil program (reading) -Coordinators work with teachers new to grade (elementary and secondary) upon request -Visitation to other schools is arranged as requested or initiated by principal -Individual schools request and are given O.K. to conduct in-service training/afternoon classes dismissed -Faculty meetings are used for 1-shot in-service training -Improvement of instruction committee is established to coordinate efforts of FTA and district in curricular areas.	ITV is available but not often used for in-service training. Education is undergoing rapid and significant change. The district is growing in size. Role of education in society is poorly defined. Demands upon education are increasing. Racial, legal, societal, and moral standards are changing. Teacher education hasn't changed to meet changing demands. The concept of "teacher" has changed considerably. Education increasingly transcends the formal structure. People resist change because a threat is implied. Local districts are finding it necessary to fill the teacher training gap left by the colleges.	IS-1. The district needs a coordinated systematic in-service training program that will effectively keep the district staff informed of and responsive to: a. Present and changing objectives b. Trends in educational change c. District policies and procedures e. Needs of the atypical student.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
		School districts have been generally static in terms of acceptance of change and in-service policies. The district at present does not have a systematic in-service training program.	Teachers at present are not adequately prepared to meet needs of atypical student. Presently, teachers find it difficult to meet areas of atypical students in present classroom situations. Teacher training institutions are increasing offerings in programs for atypical students. Materials are available which are not used. Current programs are not generally known or understood by staff. Certain district services are not known nor used by staff.	(IS-1 Continued)

IN-SERVICE TRAINING

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts	NEED
In-service training should be an integral part of the employees obligation and the district should see to it that the employee has the opportunity to meet this obligation as a part of his regular assigned position. 18-13, 8-14		Principals may use (upon request) afternoons for building in-service training. In-service training is essentially an after-school, week-end process. In-service training is at present essentially an individual, not a district responsibility in terms of time and expense. A sabbatical leave procedure does exist.		IS-2. In-service training programs need to be organized on a basis that will include staff participation as an integral part of the current assignment.
28-12, 11-1, 12-8, 13-12	Programs should be initiated only when the staff is suitably prepared.	Some programs are initiated before teachers are prepared.		IS-3. We need appropriate in-service training for new programs prior to initiation.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
We need more effective articulation between teacher training institutions and teachers in field (strong formalized line of communications).	The school district and teacher training institutions should cooperate in developing training programs that effectively train people to perform services the district expects from its employees.	Training program is generally geared to teaching "middle" mainline student.	College course content is often not pertinent for effective teaching in field. There is no formal line of communication between college and Fresno City Schools. Current undergraduate courses do not completely prepare the teacher to teach. Extension courses are based on needs of teachers in the field. Objectives of some graduate courses do not match the actual teaching of these courses.	IS-4. We need more effective articulation between teacher training institutions and teachers in field (strong formalized line of communication).

IN-SERVICE TRAINING

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts	NEED
Statement: There is a lack of accepted objectives by all levels of the educational establishment regarding guidance programs and services. 3-7, 12-11	Objectives should be created through a process of involvement (staff and community). The district should have objectives accepted by all levels that create a program rather than a series of services.		There is a lack of functional coordination between guidance department and school administration. Objectives have been written but not accepted by other than guidance personnel. Present objectives are the product of guidance people.	GC-1. We need adoption by district and acceptance by all affected personnel of specific program objectives involving staff, appropriate outside consultation and community talent.
Statement: Imbalance exists between emphasis in elementary and secondary guidance programs. 8-9, 2-7, 20-2, 1-8, 20-1, 24-4, 3-7	There should be some provision for a guidance and counseling program and personnel at elementary level - on some specific format.	The current program at elementary level is not comprehensive and depends upon outside funds; only 6 schools out of 54 are involved. Special guidance consultant help is available only 1 day each 3 weeks in compensatory schools; each 4 or 5 weeks in non-compensatory schools.	Available personnel with elementary guidance skills are rare at present but number is increasing.	GC-2. We need to provide means for expansion of elementary guidance services - to include expanded time staffing services.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Statement: No sequenced developmental counseling-guidance program exists at present. 8-8, 8-10, 20-11, 20-3, 20-2, 20-10, 20-5, 24-4, 21-1, 20-9, 7-2, 20-4, 3-7, 12-11	The district should have a sequential articulated system in which goals and uniform objectives exist.	Guidance at present has little function in curricular development. Guidance at present is generally considered a separate function from the classroom. Articulation of guidance program among levels at present is weak. At present, problem emphasis has been remedial rather than preventative.	Senate Bill 1 allows needed modification to include guidance function in classroom.	GC-3. A district program needs to be developed with increased emphasis on early diagnosis, preventative and developmental programs; with coordination between guidance and curriculum.
Statement: There is a general lack of clarity of role, responsibility, and authority. 20-8, 20-7, 20-3, 28-8, 23-4, 24-9	Each individual should be confident in knowledge of his job, its responsibility, limitations, and authority,	There are no generally accepted job descriptions throughout guidance and counseling function. The building principal still has final authority and responsibility in terms of guidance function of counselors.	The initiative of counselors is often stifled by role confusion.	GC-4. We need to clarify role and function of guidance personnel (including guidance office).

CONCERN	WHAT SHOULD BE (Value)	WHAT IS — Policy (How we operate)	WHAT IS — Other Facts		NEED
Statement: Building facilities are inadequate-often incidental to the guidance function. (Committee Concern)	All building facilities should allow for effective operation of the guidance function.	No facilities in elementary schools and few in junior highs. Hoover and McLane are the only schools with planned facilities for guidance. Most present physical facilities do not meet legal requirements regarding privacy.	The State of California is developing specifications for guidance facilities (due in 1969). There are inadequate facilities for group work in most plants.	GC-5.	There is a need to provide adequate facilities for existing guidance program and for future guidance program development.
Statement: There is a general lack of understanding and support of the guidance function. 20-6, 23-4	There should be involvement of staff and community in advisory capacity in guidance planning.	Generally, we have direct involvement of parent/teacher and student only when problems arise.	There is no established procedure requiring regular involvement of staff and community in guidance planning.	GC-6.	There is a need to involve parents, staff, and general community in guidance program and concerns.
Statement: Staff, community, and students can't use guidance services and programs effectively because they don't know what they are. 20-12, 6-13, 20-6, 23-4	All levels in the educational establishment and community need to be made aware of guidance program and services on a continuing basis. Publicity should exist which accents positive aspects of program.	Student, parent, and staff perception of guidance function is unclear. Lack of clear role definitions is a basic factor in confusion. The district releases very little information concerning the guidance program to either staff or public. Positive public relations are often incidental.	There is a significant lack of teacher support for the guidance program. There is a lack of information and publicity available to public and staff. The guidance process as it exists is conceived by public and staff as "negative" or as a "frill." Students at secondary levels aren't aware of opportunities to use guidance services.	GC-7.	There is a need to provide regular information service to insure that students, staff, and community are aware of guidance programs and services.

CONCERN	WHAT SHOULD BE (Value)	Policy (How we operate)	WHAT IS Other Facts	NEED
		Limited contacts exist wherein staff and community may observe or be involved in guidance function.		

GUIDANCE AND COUNSELING

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Minority students are not receiving needed school services since more staff is needed to accomplish given objectives in a minority school. 27-11, 23-2, 26-7	Schools having a significant number of minority group students should be adequately staffed with personnel sensitive to and prepared to effectively deal with the unique curricular and social needs of these students.	Staffing patterns haven't changed appreciably to meet minority school student's needs. Some experimental programs have been stepped-up thru compensatory education. Many experimental programs call for more personnel. Teacher-student ratio is lower in minority schools. Open enrollment has changed nature of student bodies in minority schools. Compensatory education schools generally have more teacher aides than non-compensatory schools. Little effort is made to specifically identify these persons who are most effective in working with minority groups.	Present black community is not satisfied with ratio of blacks in present administrative assignments. There has been little specific recruitment of minority personnel. There is generally a lack of prestige associated with positions in schools whose minority group enrollment is predominant.	MIN-1. We need to restructure staff organization patterns in minority schools to meet needs which differ in degree and direction from those of majority schools. MIN-2. The district needs to recruit personnel that have the ability to effectively work with members of minority groups and that will be acceptable to the minority groups with whom they will be working.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Staff doesn't stay in minority schools and doesn't come voluntarily. 4-3, 4-4, 4-5, 4-6, 4-7, 27-4, 28-9, 26-7, 28-7, 12-4		Turnover is abnormally high in minority schools (inexperience is high). Present district transfer policy allows teachers to request a move after 3 years. District makes little effort to retain teachers in positions where they have been effective in meeting needs of minority students.	Learning problems are more severe in minority schools. Learning rate is slower. Fear of disciplinary problems discourages teachers. Teacher's social status is a factor in retention and in recruitment. Communication and understanding is different in minority areas between school and home, teacher and student. Cultural differences between certificated teachers and minority group students make it difficult for these two groups to have effective communication. Minority schools are not close to homes of most teachers.	MIN-3. The district needs to identify those persons on the staff who are most effective in working with minority groups and take whatever steps are necessary to keep these people in positions where they render most effective service.
ETHNIC MINORITIES		No comprehensive program exists to prepare teachers for the unique problems of minority school teaching. "Fair Chance" at Fresno State College is an attempt to provide training in these areas.	Teachers as a whole realize there is a need for specific training to effectively work with minority groups. Some fragmented in-service programs have been initiated to attempt to deal with minority student needs.	MIN-4. The district needs an on-going staff training program which will provide: -teachers entering a minority situation with the unique skills necessary to be successful

CONCERN	WHAT SHOULD BE (Value)	Policy (How we operate)	WHAT IS Other Facts	NEED
MIN-4. Continued			Methods and materials designed for minority students are not accepted by some teachers.	-an opportunity for the continuing teacher in a minority school to maintain his skills -an opportunity for all district staff to be aware of problems of minority schools and students -special training for personnel in minority schools where needed to effectively achieve the objects of the program.
The typical program for the atypical student does not produce a typical product. 10-1, 16-3, 11-4, 23-3, 28-11, 1-12, 23-1, 27-9, 28-4, 27-10, 28-5, 27-1, 27-2, 26-2, 27-8, 22-12, 27-3, 27-1, 28-10, 28-2, 26-9, 2-12, 2-11	The program objectives for minority group students should include items that are specifically relevant to their unique needs as a member of a minority group in addition to preparing them to be productive members of the community at-large.	Curriculum for minority schools has for the most part been the same as that for the majority schools. ESL is not available for all students who would profit from such a program.	Project Design assessment studies indicate a need for additional minority curricular emphases in: a)development of self-image b)pre-school experiences c)health, education services d)guidance e)vocational education f)home-school liaison g)development of social skills.	MIN-5. There is a need to recognize the need for and to establish programs for minority students that will compensate for educational weaknesses which keep the minority student from competing on an equal basis with the majority student in society.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts		NEED
The minority community has not been effectively involved in program planning. 26-9, 27-6, 27-9	The members of the minority community should be realistically involved in determining the educational needs of minority students and should be fully aware that their involvement in this determination is essential for the effective planning and operation of any such program.	The district has established a human relations program. The district has made an effort to plan in cooperation with other community agencies. Compensatory education programs involve citizen advisory groups.	Members of minority communities are not totally convinced that decisions made by the district are based on minority needs.	MIN-6.	The district needs to continue and expand its present efforts to realistically involve members of minority groups in planning of specific programs for minority students.
The community in general is unaware of minority student problems. 26-6, 27-8, 28-3, 27-2, 2-13, 2-11, 27-1, 27-5, 27-9, 26-2, 28-7, 28-12, 12-4, 28-6	The staff and students of the total district should be aware of and sympathetic to the unique problems and needs of the minority student.	Some attempts to bring about staff awareness of minority culture have been made, but not on a district-wide basis. No comprehensive district programs for overall student awareness of minority cultures exist. Some attempts have been made to include minority culture information in curricular materials used throughout the district.	The district does not have courses of study that specifically pertain to local social problems. Economics as taught in social science courses deals with general principles and not with values of local economical situations. There is a great deal of reluctance on the part of the public to have the schools involved in unresolved social problems as a part of the curriculum.	MIN-7.	The district needs to meet its responsibility to make the staff, students, and community as a whole aware of cultural differences and specific needs of its minority students.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Current evaluation instruments do not evaluate minority student ability and achievement accurately. 28-2, 28-5, 16-4, 27-7, 11-4, 5-14	Evaluation of achievement and ability should be based on techniques which do not automatically handicap the minority student.	Identical standardized testing procedures are used for <u>all</u> students. Present district and state testing program depends largely on verbal skill, regardless of item being tested.	The schools are meeting their legal obligation by keeping a student in school regardless of academic progress. Students who presently have poor performance on evaluative tests are indicating deficiency in verbal skills.	MIN-8. The district needs to develop instruments for evaluation that compensate for cultural bias present on the standardized tests presently used.
The members of the minority groups are concerned about the negative effects of de facto segregation in schools and the present program of open enrollment. 26-3, 28-13, 28-14, 11-3, 26-4, 6-8, 24-1	Any member of the community should be allowed to achieve his maximum educational, social, and economic potential regardless of the immediate cultural environment.	F.C.U.S.D. presently has a policy which allows transfer of students to school of choice, so long as student provides his own transportation. F.C.U.S.D. has bussed students from minority to majority schools on a limited basis, using compensatory funds. De facto segregation does exist in Fresno.	Students in segregated schools are not receiving equal protection under the law as provided for by the 14th amendment of the U.S. Constitution according to U.S. Supreme Court decision. The minority community at present is divided in its attitude toward desegregation. Other school districts in the state have made significant successful attempts to eliminate de facto segregation. Open enrollment has encouraged academically talented students to attend schools other than west-side schools.	MIN-9. The district in conjunction with the total community must make a decision either to desegregate the community's schools or to accept the responsibility to ensure at whatever the cost the equality of educational product for the students in minority schools. ALTERNATE MIN-9. The district needs to realize that problems created by de facto segregation are not adequately resolved by open enrollment and that other means are going to have to be developed to provide equal educational opportunities for all students.

CONCERN	WHAT SHOULD BE (Value)	Policy (How we operate)	WHAT IS Other Facts	NEED
			The student activity program, a leadership training activity, has declined in effectiveness at Edison High and Irwin Junior High schools since the institution of open enrollment.	
Minority groups do not take adequate advantage of opportunities for self-improvement and participation now provided within the community. 6-8, 27-6, 23-2, 26-9, 2-11, 28-1, 26-1, 28-7	Schools should accept a broader role particularly in minority areas regarding education for the use of available opportunities for self-improvement and community decision making.		Minority members feel that the democratic process many times leaves something to be desired in solving their unique problems. Attempts to involve minority groups in community decision making have not been strongly supported. The minority community is confused by the multiplicity of services available.	MIN-10. The district needs to design programs that will give minority groups knowledge of and the ability to use resources presently available for: a-healthful living b-self-improvement c-decision making d-relating to schools.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
13-15, 13-14, 26-5, 2-11, 23-11, 17-13, 1-13, 2-9	People both within and external to the school district should feel fully informed about the programs, policies, and procedures of the schools.	The district has multiple, fragmented programs of providing information and of assessing public attitudes. Recently ITV and part-time communications specialists have been added to the district staff. Present methods of communication aren't totally effective.	News media covers selected information, excludes portions which may be significant - what is reported is subject to editorial bias. Ineffective communication has created some mistrust. Individuals often fail to receive information which does not appear to directly affect them. Communication media used do not effectively provide information.	COM-1. The district needs to develop a system of internal and external communication that will fully and frankly inform, welcome inquiries, and channel inquiries and suggestions appropriately.
21-1, 22-1, 28-15, 27-6, 19-8, 24-5, 7-6	The school system should be responsive to the specific needs of the community. A commoness of purpose of community and the education establishment should exist.	Present district structure makes it difficult for citizens to be active in decision-making processes. Individual school PTA's represent a means for public participation but vary in their involvement and effectiveness.	Many citizens feel competent to make educational recommendations including curriculum and methodology because all have some formal educational experiences. School personnel believe that certain education decisions are technical and must remain in the professional domain. The public feels it is their right to make educational decisions because the schools are public founded institions.	COM-2. We need to involve the public in decision making.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts	NEED
			Major differences exist in social, political and economic values directly affecting educational decisions. Ad hoc pressure groups appear when problems become severe. It is difficult to get staff or citizens to expend the time required for effective involvement in cooperative efforts.	
22-1, 22-5, 22-10, 3-12, 22-7, 22-3	Students should feel that the program offered by the schools are programs that are relevant to their needs as they perceive them.	A student government program exists in each secondary school. The authority vested in student government is limited by district and by the educational code.	Students feel that student government has little effect on crucial school policies. Students are not consistently involved in school's decision making process. Primary function of student government is to train students in the process of collective societal acitivity.	COM-3. The district needs to clarify the role and function of student government, its opportunities and its limitations, and to involve students in the decision making, process as much as is practicable.

COMMUNICATIONS

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
28-1, 27-6, 27-5, 23-2, 26-5, 2-1	The district should be aware of educational needs as perceived by minority groups and respond positively to those needs.	There is no recognizable stated district policy for promoting positive school-community relationships. Minority group involvement has been of the individual school level. Recently additional district staff has been hired in the office of human relations. The district has tended to react rather than seek out minority group involvement in district planning.	The minority community feeling is hard to define; many diverse groups claim to speak with authority. Neighborhood councils of the Model Cities program exist as elected spokesman for the west-side community, Model Cities area. Ethnic minority youth expect more participation in the functioning and policy-making of the schools. The disadvantaged ethnic minority student has different educational and cultural values than the middle-class white. The involvement of students in the functioning and policy making within the schools is particularly critical with ethnic minorities. The communication between students and school staff is a vital part of effective school operation. Traditional methods of communication are difficult for minority groups to use.	COM-4. Specific methods of communication need to be developed and utilized which will involve the minority community and the minority student more directly in the schools' operation.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	Other Facts	NEED
17-14, 24-8	The skills and research information of college people should be utilized in solving educational problems and improving instruction.	There is no formalized line of communication between the Fresno City Unified School District and local colleges at present.	Colleges have responsibilities to teach, do basic research, and perform services to improve communities. COM-5. Some school systems make college consultant services available to schools. Close coordination at present does not exist between the school and Fresno State College and/or Fresno City College in respect to common concerns such as teacher training. The district has utilized on an ad hoc basis local college personnel in specific advisory and research tasks.	We need to improve liaison between district and colleges.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Fresno school buildings are at present not sufficiently flexible to meet changing curricular and community needs. 6-5, 1-7, 1-16	As the mechanics and community scope of the educational process change, physical facilities should not serve as a hindrance to the modifications.	All schools except Ahwahnee Jr. Hi. have been built according to a traditional plan. Current building plans include flexibility as a significant criteria.	Current and developing educational techniques require adaptability for maximum effectiveness. Flexible building designs have proven feasible in other districts.	FAC-1. Maximum flexibility in building design needs to be considered as a necessity in future building planning.
Programs are often handicapped by a lack of adequate space. 23-6, 23-7, 13-9, 11-10, 8-20, 19-3, 19-6, 17-7, 21-11, 2-4, 1-15	Programs should be limited in terms of curricular value, not by the amount of space available.	Changing building needs cannot be met for budgetary reasons. Programs have had to be adapted to fit into available facilities.	Space has been and will continue to be a major problem in a growing district such as Fresno. Daytime adult education programs are limited by space considerations. Vocational education leaders tend to consider space the major limiting consideration in program development. Funds available through recent bond election passage allows little for expansion of needed programs in specific curricular areas. Provision for guidance and counseling facilties have not been an integral part of building design until recently.	FAC-2. Adequate facilities to meet program objectives need to be provided for guidance and counseling, vocational education, adult education, health, and physical education, science labs, and library services.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Future planning has been difficult since pertinent demographic material must be sought through a variety of sources. 25-1, 25-2, 25-3, 25-4, 25-5, 25-6, 25-7, 25-8, 25-9, 25-11, 25-13, 25-16, 25-17	School planning should be based on accurate, up-to-date demographic information accessible in reasonably centralized location.	No central community source of demographic information related to educational needs exists at present in the Fresno metropolitan area.	The Fresno metropolitan area is in process of expansion. School bond issues are currently difficult to pass, attempts have been necessary to keep up with immediate problems, future needs have not been emphasized.	FAC-3. Long-range planning for school facility needs must be based on accurate, available demographic information.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
The community is apprehensive about district financial matters and reluctant to provide additional monetary support. 6-9, 25-10, 2-6	Schools should provide a program which enjoys strong community financial support.	No inclusive cost analysis of existing programs has been undertaken.	Bond and tax elections are increasingly difficult to pass in the current tax structure system. It is felt by many that the recent bond issue passed because the district demonstrated a clear, documented need. Effective school programs are not adequately communicated to the public. The public has a direct voice in tax matters in few instances - school bonds and tax issues is one area.	FIN-1. The district needs to provide and to sell a program that will be supported financially by the community.

CONCERN	WHAT SHOULD BE (Value)	WHAT IS Policy (How we operate)	WHAT IS Other Facts	NEED
Effective programs and teaching tools are often limited severely by finance availability.	Programs deemed effective should be financially encouraged and expanded to their maximum potential.	Budget allowances are based on anticipated revenues. Limited funding has forced district to provide special support in program areas on the basis of most dire need.	Teachers, particularly elementary, pay for some needed supplies out of their own pockets. Programs above the minimal level are often possible only when federal/state funds are available. Needs assessment publications indicated need for expanded funding in areas of health ed, physical education, libraries, guidance and counseling, adult education and vocational education. Special programs are often more costly and affect fewer students.	FIN-2. Certain specific programs deemed effective need added local financial support if they are to continue to be effective and/or to reach their full potential.

MISSION OBJECTIVES

Mission objectives are problem solving actions to be taken. Performance requirements are criteria which such solutions must meet. The following objectives and their requirements represent actions required by major current problems of the Fresno City Schools and were developed from two sources.

First, validated needs in the preceding section of this report were converted into appropriate mission objectives and performance requirements by the project staff. Second, the original project proposal to the U. S. Office of Education was reviewed to identify both major problems recognized at the time the proposal was prepared and original project objectives. Other mission objectives and requirements were added as needed.

Thus, the mission objectives and their performance requirements reported in this section are mandates from both the project proposal and the 1968 assessment of educational needs.

Other performance requirements for these missions may be added as solution activity proceeds, but this report includes only those missions and requirements which procedures to date have generated.

Mission Objectives	Performance Requirements
1. Develop procedures for reducing the inequity of educational attainment by minority students.	1. These procedures must be based upon community value decisions. 2. These procedures must include decisions about desirable ethnic balance of faculties and student populations. 3. These procedures must provide for meaningful curriculum, materials, and methodology based on the ethnic interests and cultural backgrounds of minority students.
2. Develop procedures for establishing appropriately defined roles and responsibilities for all district personnel.	1. Statements of role and responsibility must be a product of involvement of personnel concerned. 2. Statements of role and responsibility must be effectively communicated to those directly involved and to those with whom they are working.
3. Develop a plan of improved personnel performance evaluation.	1. The evaluation plan must be uniform throughout the district. 2. The evaluation plan must be objective in its orientation. 3. The evaluation plan must include employees at all levels. 4. The evaluation plan must provide for uniform evaluation by different evaluators. 5. The evaluation plan must concentrate on defined job responsibilities. 6. The evaluation plan must emphasize strengths. 7. The evaluation plan must provide mechanisms for developing solutions for identified weaknesses. 8. The evaluation plan must increase dimensions of self-evaluation.

Mission Objectives	Performance Requirements
4. Develop procedures for personnel assignment which will maximize effectiveness of district staff.	The procedures must include consideration of the following: 1. Restructuring of staff to meet the needs of individual schools; emphasis on minority schools. 2. Recruitment of minority staff to accomplish "ethnic balance". 3. Recruitment and maintenance of balanced level of staff experience; emphasis on junior high and minority schools. 4. Recruitment and retention of personnel who are effective in minority schools. 5. Utilization of special talents of individuals who are self-trained or whom the district has trained.
5. Develop procedures for a coordinated, systematic program of in-service training.	1. The program must be structured to provide the staff with opportunities to keep current with general and theoretical educational thought and practice. Identified current needs include: a. Trends in education b. Learning theories c. New and changing methodology d. Current content and material e. Provision for encouragement of active staff participation in professional activities (conferences, conventions). 2. The program must be structured to provide practical training to meet specific current needs within the district. Identified current needs including training: a. To prepare and maintain skills of adult education staff b. To provide for unique needs of vocational education instructors c. To prepare those who evaluate staff d. To meet identified performance deficiencies e. To prepare those who will initiate or be included in new programs f. To develop and use behavioral objectives

Mission Objectives	Performance Requirements
5.	2. g. To prepare those who will be assigned to work with minorities h. To maintain skills of those who work with minorities i. To develop awareness of minority educational problems on the part of total district staff. j. To acquaint staff with district policies and procedures. 3. The plan must include consideration of the extent to which training should be a part of staff assignment.
6. Develop procedures to improve external communications.	1. Procedures must provide for an elimination of the following identified general weaknesses: a. Lack of public feeling of "openness" of inquiry b. Lack of comprehensive program of community involvement in decision making c. Lack of community involvement in planning and awareness of district objectives and curricular program d. Particular weakness in making provisions for the involvement of minority community, lack of public awareness of minority school problems. 2. Procedures must provide for elimination of the following identified specific communication weaknesses: a. Weak coordination between district and community colleges b. Lack of comprehensive coordination and planning between the business and industrial community and the educational establishment in matters pertinent to vocational education programs c. Lack of community understanding of and involvement in planning of guidance and counseling functions, programs and services d. Inadequate information programs to encourage participation in adult education e. Inadequate programs for involvement of community in adult education planning.

Mission Objectives	Performance Requirements
7. Develop procedures for the determination of the role of the schools in the total community educational process.	1. Community, staff, and student involvement must exist in determination of the role of the school in the educational process. 2. The procedures must be structured to provide for continuous revision to meet changing student and community needs.
8. Design an inter-agency registry system and pertinent processes for collection, screening, storage, retrieval, dissemination and use of community planning data essential for educational long-range planning.	1. The design must offer valuable and necessary planning data for other types of community planning 2. The design must be validated by commitment of pertinent community agencies.
9. Develop a plan for evaluating the effectiveness of educational programs in meeting district objectives.	1. The plan must be based on established general objectives. 2. The plan must provide for periodic systematic evaluation of on-going curricular parograms. 3. The plan must identify merits of pilot programs and conditions for their extended use to supplement or replace on-going programs.
10. Develop a plan for management reorganization to effectively meet critical management responsibilities.	1. The plan must identify major management responsibilities. 2. The plan must provide for administrative staff reorganization. 3. The plan must provide for availability of appropriate and necessary information in readily useable form.

Mission Objectives	Performance Requirements
11. Develop procedures for improving internal communications.	1. The procedures must provide for elimination of the following general weaknesses: a. Lack of feeling of "openness" or inquiry within the district b. Weak intra and inter-disciplinary articulation c. Lack of agreement and understanding of general and specific curricular objectives d. Lack of staff involvement in planning for change e. Lack of understanding as to limits of authority and responsibility of district personnel at all levels f. Lack of understanding regarding district policies and procedures. 2. The procedures must provide for elimination of the following specific curricular or program communications problem: a. Lack of staff understanding of purposes and operation, guidance and counseling, vocational education, adult education, and student activity programs b. Lack of effective communication with adult education students and drop-outs.
12. Develop procedures for establishing appropriate educational objectives.	1. The procedures must be a result of appropriately blended involvement of staff, community talent, and other outside consultation. 2. The procedures must cover each curricular program area in as much detail as is practicable. 3. The procedures must be relevant to present and discernible future student needs. 4. The procedures must be written in measurable or observable terms. 5. The procedures must be known to all concerned. 6. The procedures must allow for variation of needs among students. 7. The procedures must be consistent within the total curricular program.

Mission Objectives	Performance Requirements
13. Develop procedures for more effective study and improvement of curriculum.	The procedures must provide for increasing the following: 1. District support for innovation 2. Broad-based representation in curriculum development 3. Clarity regarding functions of individuals and of groups in curricular development and change 4. Provision for teacher and staff time for continuous study and improvement of curriculum.
14. Devclop procedures to individualize instruction.	The procedures must include provision for: 1. Increasing active student involvement in educational process 2. Strengthening of materials to adapt to social, cultural and intellectual differences of students 3. Reduction of rigidly fixed grade level, time, and physical plant restrictions which hinder individualization of instruction 4. More effective use of community facilities external to the formal educational process.
15. Develop a plan for an optimum test program to evaluate student abilities and achievement, and to diagnose deficiencies.	1. State testing program must be included or otherwise provided for, irrespective of cost in time, dollars, and dilution of interest. 2. Information needs of teachers, principals, counselors, parents, and students must be met in determining what is tested and how it is reported. 3. New tests or adjustive mechanisms to eliminate cultural bias must be included. 4. Provisions for appropriate use of test and other student data must be described and implications for in-service training and policy-procedure revision must be included. 5. The test program must consider what and how instructional objectives can be measured.

Mission Objectives	Performance Requirements
16. Develop a plan for increasing the effectiveness of guidance and counseling programs.	1. The plan must expand elementary guidance services. 2. The plan must emphasize early diagnosis of behavioral and learning difficulties. 3. The plan must reorient program to a preventative and developmental emphasis rather than remedial. 4. The plan must provide for earlier vocational counseling with increased community emphasis. 5. The plan must develop an understanding, acceptance, and implementation of guidance objectives by the staff.
17. Develop procedures to strengthen specified educational programs.	1. These procedures must increase awareness of adult education benefits, particularly with minorities. 2. These procedures must provide more suitable adult-oriented materials, methods, and curriculum for adult education students. 3. These procedures must improve articulation of a multiplicity of vocational educational programs within the community and between levels of the formal education process. 4. These procedures must broaden the base for programs to prepare children and parents for experiences child will receive in school. 5. These procedures must clarify role, function, responsibility, and limitations of student government.

Mission Objectives	Performance Requirements
18. Develop a plan for future school site acquisition.	1. The plan must include school organization patterns with appropriate rationale. 2. The plan must include recognition of current building program plans. 3. The plan must include projection as far into the future as practicable. 4. The plan must include provision for appropriate inter-agency long-range planning involvement.
19. Develop procedures for maintaining and improving staff participation in developing educational specifications for school facilities.	1. The procedures must provide for an evaluation of the current building specification structure. 2. The procedures must include recommendations for the orderly collection of improvement suggestions. 3. The procedures must include recommendations for strengthening future educational specification development.
20. Develop a plan for maximal utilization of fiscal resources.	1. This plan must include procedures to increase benefits from available resources. 2. This plan must identify potential resources not currently used.